

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Salisbury University
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Master of Science
Award to be Offered

in Nursing

Title of Proposed Program

120300

Suggested HEGIS Code

5116

Suggested CIP Code

Nursing

Department of Proposed Program

Dr. Jeffrey A. Willey

Name of Department Head

Richard T. Wilkens

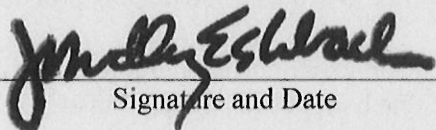
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Signature and Date

President/Chief Executive Approval

11/3/2017
Date

Date Endorsed/Approved by Governing Board

**Salisbury University
Department of Nursing
Proposal for a Substantial Modification to the Master of Science in Nursing-Nurse Educator**

A. Centrality to institutional mission statement and planning priorities:

1. Program description and alignment with mission.

Salisbury University is pleased to submit a proposal for a substantial modification to the existing Master of Science in Nursing-Nurse Educator (hereafter referred to as MS-Nurse Educator). This program, first authorized in 2007 and offered in Fall of 2008, is the only one of its kind on the Eastern Shore of Maryland, and is designed for students who are interested in careers in nursing education, whether in academic or clinical practice settings. Given the shortage of nursing educators, this program is especially important in meeting regional and statewide workforce needs.

Modification of the MS-Nurse Educator is consistent with the University's mission to deliver excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied masters and doctoral programs. The University also strives to empower students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning. Also of note, the MS-Nurse Educator provides a sound foundation for doctoral study at Salisbury University or elsewhere.

Below are the mission statements of the University, Henson School of Science, and Department of Nursing:

SU Mission: With regard to graduate education, our mission is to deliver excellent, affordable education in applied masters and doctoral programs, empowering students with knowledge, skills, and values for gainful employment and lifelong learning.

Henson School of Science Mission: provide an outstanding, student-centered environment in which expert faculty empower students with knowledge and skills from science, mathematical and health-related disciplines for successful and rewarding career trajectories.

SU Department of Nursing Mission: actively engage undergraduate and graduate students in the development of the knowledge, skills and values integral to excellence in professional nursing practice.

The MS-Nurse Educator curriculum modification will expand practicum experiences as required by the Commission on Collegiate Nursing Education, the national accrediting body (CCNE, 2016). These experiences will allow students opportunities to use advanced nursing practice skills in a clinical environment as well as develop competence in the nurse educator role. Core coursework on learning theory and role development, curriculum development and program evaluation, and instructional strategies and technologies, consistent with national standards for advanced certification provided by the National League for Nursing, will also be added.

Given the existing resources, Salisbury University is prepared to admit students to the new program of study in Fall 2018.

2. Alignment with institutional strategic goals

In the 2014-2018 Strategic Plan, Salisbury University identified four goals:

Goal 1: EDUCATE Students for Campus, Career, and Life; Focus Area 1: Academic Programming

Goal 2: EMBRACE Innovation of the Salisbury University Experience

Goal 3: FOSTER Community


Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

The modification of the MS-Nurse Educator curriculum aligns with Goals 1, 2 and 4 as demonstrated in the table below.

SU Strategic Goal	SU Nursing Department Goals/Objectives
1. Educate students	SU Nursing has a long tradition of excellence in graduate nursing education. Its curricula are designed to assist students in attaining greater mastery in their specialty, improving skills in pursuing independent study and research, and increasing professional knowledge and ability through the study of new findings in their area of special interest. The Department of Nursing provides a rigorous, science-based program to prepare graduates with advanced skills who wish to become nurse educators.
2. Embrace innovation	The Nursing Department has been a campus leader in providing high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs.
3. Provide appropriate programs	The Nursing Department aims to be recognized as an outstanding nursing program that has substantial impact on health care in the region. Further its curricula are designed to address workforce needs while also preparing students for further education.

The proposed curriculum leverages resources from the existing MS-Nurse Educator program, first authorized in 2007, and Doctor of Nursing Practice (DNP) program, first authorized in 2011. Expansion of graduate and undergraduate offerings in the health professions has been a University priority for nearly a decade. The expansion of the accelerated second bachelor's in nursing program in fall 2009, and the launch of the DNP, in fall 2012 is evidence of the University's commitment to making health professions education a strategic priority.

B. Critical and compelling regional or statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - o The need for the advancement and evolution of knowledge;
 - o Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - o The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
2. Provide evidence that the perceived need is consistent with the  Maryland State Plan for Postsecondary Education (pdf).

The U.S. Bureau of Labor Statistics reports that employment of registered nurses is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. Growth will occur for a number of reasons, including an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby-boom population, as they live longer and more active lives.

Maryland is one of 16 States nationally and the only State in our geographic region projected to have a shortage of registered nurses (RNs) by 2025 (HRSA, Dec. 2014). By 2024, the need for RNs is expected to grow by 19.7% which translates to 16,400 additional RNs. To address the RN shortage, additional nursing faculty and hospital educators are needed, yet they, too, are in short supply.

The need for nursing faculty in Maryland is expected to increase by 56.8% between now and 2024 with an additional 1320 openings. This number far exceeds the national data which projects a 19.3% increase in nursing faculty positions.

Since the 2010 Institute of Medicine (IOM) report recommending that, "Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression" (IOM, 2010, p. 4), efforts have been underway in Maryland to increase access to graduate nursing education. The Council for Adult and Experiential Learning called for an increase in capacity of existing nursing education programs, an increase in student diversity (in terms of both race and gender), and the need to deepen the knowledge and skills of all nurses (CAEL, 2012, p.4)

For many years, nursing has been designated by MHEC as a workforce shortage area, offering student assistance as well as support to nursing programs. The MHEC Nurse Support Program (NSP)-2 funds the Hal and Jo Cohen Graduate Nurse Faculty Scholarship (GNF) which covers full tuition and fees at a Maryland school for MSN, PhD, DNP, EdD, or post-grad certificates in nursing education to encourage advanced education and promotion of teaching as a career choice. The service obligation associated with the GNF can be completed in nurse faculty positions in nursing programs at universities or community colleges or in professional development positions or educator roles in hospitals.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
3. Data showing the current and projected supply of prospective graduates.

As noted previously, there is compelling evidence of current and future needs for nursing educators in Maryland above and beyond those currently produced. The primary market to be served by the SU MS-Educator program is bachelor's prepared registered nurses within a 150 mile radius of Salisbury. As a distance-delivery program, it is possible to reach those at a greater geographic distance, however periodic site visits by faculty necessitate some geographic restriction at the present time.

Within the last three years, the MS-Nurse Educator program graduated 9 students, 6 of whom have taken faculty positions on the Eastern Shore of Maryland, and 2 have taken clinical educator positions

within health care organizations likewise located on the Eastern Shore. Due to the proposed curricular changes, the MS-Nurse Educator program has deliberately limited current enrollments; however, it is anticipated that the program will accept four new students in Fall 2018 and increase enrollments by at least 3 students per year.

D. Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.

There are seven colleges/universities in Maryland that offer an MS-Nurse Educator program, however none are located on the Eastern Shore of Maryland. Most are located in Baltimore and the surrounding region (Bowie, Morgan, Notre Dame of Maryland, Stevenson, and Towson), with one program in Western Maryland (Frostburg) and one in the Washington D.C. area (Washington Adventist). Most programs are delivered in a hybrid format (combination of online and face-to-face pedagogies). They range in credits from 35 to 45, and require a teaching practicum. All offer curricula to meet national accreditation standards and to prepare graduates to take a national certification examination. Course work includes advanced pathophysiology, pharmacology, physical assessment, epidemiology, qualitative and quantitative research, curriculum development and evaluation, learning theory, assessment and evaluation, and use of technology in instruction. To meet national accreditation standards, programs also require an advanced nursing practicum. Total practicum hours (teaching plus advanced nursing) vary across programs from 90-600 hours.

Salisbury University is proposing an increase in credits in the MS-Nurse Educator from 36 to 39 credits, an increase in practicum hours from 200 to 400, and delivery of the entire curriculum via distance. SU's program differs from the other programs in two important ways. First, separate courses in quantitative and qualitative research as well as advanced statistics are required. This provides a solid foundation for doctoral study. Most MS-Nurse Educator programs offer a single course that combines all three topics. Second, SU's curriculum has two distinct practicum experiences-200 hours focusing on advanced nursing practice and 200 hours focusing on teaching. These experiences give students the opportunity to use advanced knowledge in physical examination, pharmacology and physiology in a health care setting and prepare them for roles in health care organizations. The teaching practicum immerses students in the educator role. Additionally, with 400 documented practicum hours, students are well positioned to pursue a Doctor of Nursing Practice (DNP) degree which requires a total of 1000 practicum hours between the MS and DNP degree.

Finally, it is important to note that even with eight programs in the State, there is still a significant shortage of nurse educators for academic faculty and clinical teaching positions within health care organizations that exists today and is predicted to exist for several decades.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

The nearest HBI to Salisbury University is University of Maryland Eastern Shore (UMES), which does not have a nursing program. And while other HBIs in the state do have Master's programs in nursing education, such as Bowie State University and Morgan State University, they are geographically distant and deliver a greater portion of their required course work in a format that requires face-to-face meetings. Also, as mentioned in the previous section, there is a significant shortage of nurse educators

for academic faculty and clinical teaching positions within health care organizations that exists today in the nation and especially in the state of Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

Though there are eight programs preparing nurse educators (SU's program is the only one on the Eastern Shore), there is still unmet demand for nurse educators. Only two nurse educator programs are housed at HBI's. Thus, it is not the case that nurse educator programs constitute a unique, identifying program for these HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. **Program outline and requirements** (Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.)
2. **Educational objectives and student learning outcomes** (Describe the educational objectives and intended student learning outcomes.)
3. **General education requirements** (Discuss how general education requirements will be met, if applicable)-*Not applicable*
4. **Accreditation and certification requirements** (Identify any specialized accreditation or graduate certification requirements for this program and its students.)
5. **Contract with another institution or non-collegiate organization**-*Not applicable*.

1. Program outline and requirements

The Master of Science degree program is guided by several professional standards and documents including the American Association of Colleges of Nursing (2011) Essentials of Master's Education in Nursing, the American Nurses Association (2016) Nursing: Standards and Scope of Practice, the Commission on Collegiate Nursing Education (2013) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, the Maryland Board of Nursing Nurse Practice Act and the National League for Nursing (2017) Scope of Practice for Academic Educators.

The MS-Nurse Educator curriculum and course sequence appears in Table 3. A list of courses by title, semester, credit hours, and course descriptions appears in Table 4. Admission requirements are found in Table 5. The MS-Nurse Educator program requires completion of a 3 credit thesis, capstone, or internship included in the total 39 semester hours.

2. Educational objectives and student learning outcomes:

The educational objectives for the MS-Nurse Educator are derived from the professional standards noted above and are consistent with regulations noted in the Maryland Nurse Practice Act and national accreditation standards of the Commission on Collegiate Nursing Education. There are twelve program outcomes that reflect expanded scientific knowledge, use of leadership skills, understanding of quality improvement and research activities, integration of information technology, influencing health policy, inter-professional collaboration, and providing education to improve health outcomes. Examples of course-specific student learning outcomes are identified in Table 6.

3. General education requirements-*Not applicable*

4. Accreditation and certification requirements

As noted above, changes in the national accreditation requirements have driven the proposed curricular changes. In 2016, the Commission on Collegiate Nursing Education stipulated that programs offering an MS with an Education focus must include planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and professional competencies aligned to their educational preparation.

5. Contract with another institution or non-collegiate organization-*Not applicable.*

H. Adequacy of articulation – *not applicable*

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

1. As of Fall 2017, the MS-Nurse Educator program is fully staffed with qualified faculty. Tables 7 and 8 provides a listing of full and part-time faculty with appointment type, terminal degree title and field, academic title/rank, and the course(s) each faculty member will teach.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

1. Library resources are adequate and include a variety of databases for full-text electronic document retrieval including the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Health Source Nursing, Web of Science, Science Direct, Pro-quest Nursing and Allied Health database. Additionally there are many books on instructional strategies and teaching methods with support from an extensive interlibrary loan system. Since many of the courses are also core courses for the DNP program, these resources can be shared.
2. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

See Salisbury University President's letter of support

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

As a distance-delivery program, the need for physical facilities and infrastructure is minimal. However, Information Technology (IT) and Instructional Design support are essential as are updated computers, cameras, and microphones. Currently the services provided by both offices are

exceptional with a track record of success supporting distance-delivery of the Doctor of Nursing Practice program. The IT Department offers virtual and face-to-face support from 7 a.m. through midnight for students, faculty, and staff. Skype appointments can also be arranged. The IT Help Desk is responsive through telephone, email, and face-to-face interactions and provides troubleshooting with connectivity and security issues, use of software, and internet access. Instructional Design and Delivery provides workshops, online tutorials, and guidance for faculty, staff, and students specifically on the use of SU supported instructional software as well as online learning. A full-time Instructional Designer is employed by the Nursing Department to assist faculty in course development and implementation consistent with Quality Matters standards. The Instructional Designer is likewise available to assist students in distance learning programs in nursing to assure that technology is not a barrier to their learning. Computers, cameras, and microphones are updated per the university cycle and are adequate to meet current needs.

See Salisbury University President's Letter of Support

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

See Tables 1, 2 and rationale for resources.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

The MS-Educator program is evaluated on a regular basis as described by the Nursing Department's Periodic Evaluation Plan. Routine evaluation is also required for continued accreditation by the Commission on Collegiate Nursing.

Examples of ongoing evaluation include: periodic review of program outcomes to align with professional standards and guidelines; systematic review of courses to assure adherence to current professional standards and guidelines, including Quality Matters; evaluation of courses by students via anonymous electronic surveys; collection and analysis of program satisfaction data from alumni and employers via anonymous electronic surveys. Exit interviews of graduating students are also conducted to collect qualitative data that is used for program improvement.

Student achievements are monitored through development and maintenance of e-portfolios with deliverables from each course that demonstrate meeting course and program outcomes. Beginning in AY 2017-2018, SU MS-Nurse Educator students will upload their deliverables in a cloud-based content database. This database will also house documentation of clinical practicum hours and experiences. It is accessible by students and program administrators.

Data on quality of instruction are gathered through student evaluations of teaching effectiveness (via anonymous, online surveys). Most courses in the MS-Educator curriculum are team-taught to promote


peer feedback on instruction. Additional peer feedback is gathered during the course review process conducted by the Nursing

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Any student meeting the graduate admissions requirements can apply to the MS-Nurse Educator program. It is expected that the MS-Nurse Educator choice will be an attractive one to students in the region because of delivery in a distance accessible mode. Maryland residents will also be eligible to apply for the Hal and Jo Cohen Graduate Nurse Fellowship Program which provides full tuition to those who are willing to repay via a service commitment to teach within the State. Increasing diversity of the nursing faculty workforce is a specific goal of the Department, the Maryland Nursing Action Coalition, and the Institute of Medicine. Increasing the diversity of the student body, faculty, and staff at Salisbury University has been an institutional priority for the past decade.

O. Relationship to low productivity programs identified by the Commission: is this an issue for this program?

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program. **-Not applicable**

P. If proposing a distance education program, please provide evidence of the  Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

All courses in the MS-Nurse Educator program have been developed in conformity with Quality Matters principles for distance education delivery. Faculty have completed QM training and have worked closely with a departmental Instructional Designer to ensure adherence with the QM standards. Courses are laid out using a template to assure a similar look, feel, and navigation. A syllabus template has likewise been developed with standardized statements regarding deliverables, writing expectations, and integration of professional nursing standards.

Additional evidence related to each of the Principles of Good Practice for distance education programs include:

- Curriculum and instruction-the program has been developed and is overseen by qualified faculty (see Tables 7 and *) who have completed Quality Matters training. The curriculum includes all relevant coursework and practicum experiences to meet standards for national accreditation and professional nursing standards for academic educators. Additionally, the curriculum prepares students for advanced certification should they choose to take the certification examination. Learning outcomes for the program (Table 6) are the same regardless of method or course and program delivery. Courses are delivered using various strategies to promote faculty and student interaction on a regular basis. Delivery methods include synchronous and asynchronous sessions, online group collaborations and conferences, and discussion boards among others. All faculty hold virtual office hours and are available by telephone, email, and in-person meetings if students desire.

- Role and mission-delivery of this program via distance is consistent with the University's mission to "provide excellent, affordable education in applied masters and doctoral programs, empowering students with knowledge, skills, and values for gainful employment and lifelong learning". This program is designed to encourage working professional registered nurses to pursue advanced education, to facilitate degree completion, and consider a career change to positions in academic and clinical education. Use of distance accessible pedagogies is a key feature of this program. As noted above, all courses have been designed using Quality Matters standards. Faculty have been guided by technology experts from the University Instructional Design and Delivery Office and through a Nursing Department Instructional Designer to assure that technology is used appropriately in course development and delivery.
- Faculty support-the University provides excellent faculty development and ongoing support for teaching with technology and teaching at a distance. All faculty teaching in distance delivery curricula are offered workshops on use of the learning management system and its features, software/camera systems to monitor students during exam, video-recording software, plagiarism-detection software and myriad other technology options. Quality Matters training is also offered regularly to faculty. The University Instructional Design and Delivery Office offers workshops, online, telephone, email, and fact-to-face support for faculty as they develop and implement various distance technologies in courses. The Nursing Department Instructional Designer augments this support by being embedded in each course to assist as a resource to faculty and students.
- Library services and resources-students who are studying at a distance have access to outstanding library services and resources. Online databases are readily available and include Academic Search, CINAHL Plus, Cochrane, Micromedex, ProQuest, PubMed, Science Direct among others. A designated nursing department librarian is available to students during regular business hours, and online consultations are available 24 hours/day through the "Ask a Librarian" feature. Specific library research guides for courses in the MS Educator curriculum are also available for students.
- Students and student services-information about the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies is available to students in several places. The Nursing Department website provides this information publicly to any students interested in the program. The Graduate Nursing Student Handbook is also available publicly through a link from the Nursing Department website. Once students are admitted to the program, they are granted access to several informational websites including the Graduate Nursing Student Resource site and the Graduate Nursing Student Orientation site. These sites provide more detailed information about technology requirements, skills and competence, the learning management system and how to navigate and use it features. Students are required to complete a short online orientation every year to verify that they know where to find the resources noted above. Beginning in fall 2017, all graduate students are required to attend a 1-day campus-based orientation where they are introduced to the Nursing Department Instructional Designer and the learning management system and various software that they will be using during the curriculum. Students who express

concerns about their technology skills are encouraged to contact the Nursing Department Instructional designer and the IT help desk for further assistance.

Students in the MS Educator distance delivery program have access to the same student services as campus-based learners. In particular, the University Writing Center has an online system to arrange appointments and has expanded its services for students studying at a distance. A full-time writing consultant who specializes in working with students in distance delivery programs is available by appointment during weekdays and weekends. Academic advising is available through web-based video conference, telephone, email, or face-to-face. Course registration is easily accomplished through an online system. Other services are accessible through the web or via telephone.

Advertising, marketing, and recruitment materials accurately reflect the program as distance-accessible. During the admissions interview, students are advised of the need for occasional campus visits for orientation and other activities. During academic advisement sessions, students are also apprised of any synchronous class meetings for the upcoming semester so they can plan their work schedules accordingly.

- Commitment to support-evaluation of faculty teaching and scholarly activities includes consideration of activities related to developing and delivering distance education programs. Faculty are given multiple opportunities to showcase their use of distance learning pedagogies at the annual Salisbury University Teaching with Technology conference. In addition, faculty have received campus-wide recognition for their work in development of distance delivery programs. As noted throughout this document, the university has demonstrated its commitment to provide ongoing support (financial, technical, personnel, etc) for this program to meet critical workforce needs.
- Evaluation and assessment-Evaluation of program effectiveness is accomplished through assessment of student learning outcomes, retention and graduation rates, student, faculty, alumni, and employer satisfaction, and cost-effectiveness. These metrics are integrated into the Nursing Department's periodic evaluation plan. Data are routinely collected and analyzed with recommendations for change as part of the national accreditation quality improvement process. This program was accredited in 2008 and will undergo review again in spring 2018. In addition, all academic programs undergo a periodic Academic Program Review during which time, student assessment and achievement of learning outcomes are documented.

Use of Quality Matters principles guide the implementation of best practices in online teaching. The Nursing Department Instructional Designer also provides updates on the most current evidence to assure that strategies are adjusted as new research becomes available.

References

- Bureau of Labor Statistics <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>
- Council for Adult and Experiential Learning 2012 Innovation in Maryland Nursing Education to Meet Anticipated Demand Policy Strategies to Support Advances in Educating and Building the Nursing Workforce.
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- Daw, P. & Warren, J. (2016). Transforming the Future Nursing Workforce: Innovative Statewide Opportunities. <http://www.marylandrn.org/Special-Pages/2016-Convention-Materials/4C.pdf>
- Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>
- National League for Nursing – Academic Nurse Educator Core Competencies (2017).
<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>
- Projection Central: Long Term State Occupational Projections
<http://www.projectionscentral.com/Projections/LongTerm>
- Salisbury University Strategic Plan 2014-2018.
https://www.salisbury.edu/uara/Planning/Strategic_Plan_2014_2018_webfile.pdf
- Student Assistance Grant Program -Major/Service Area B: Ida G. and L. Leonard Ruben Scholarship (Human Services Degree Programs):
http://mhec.maryland.gov/preparing/Pages/FinancialAid/ProgramDescriptions/prog_WSSAG.aspx
- U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. The Future of the Nursing Workforce: National- and State-Level Projections, 2012- 2025. Rockville, Maryland, 2014.
<http://bhw.hrsa.gov/healthworkforce/supplydemand/nursing/workforceprojections/nursingprojections.pdf>

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$64,040	\$112,070	\$164,780	\$214,214	\$271,408
a. Number of F/T Students	4	7	10	13	16
b. Annual Tuition/Fee Rate	\$13,730	\$13,730	\$14,141	\$14,141	\$14,566
c. Total F/T Revenue (a x b)	\$54,920	\$96,110	\$141,410	\$183,833	\$233,056
d. Number of P/T Students	4	7	10	13	16
e. Credit Hour Rate	\$760	\$760	\$779	\$779	\$799
f. Annual Credit Hour Rate	3	3	3	3	3
g. Total P/T Revenue (d x e x f)	\$9120	\$15,960	\$23,370	30,381	\$38,352
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$64,040	\$112,070	\$164,780	\$214,214	\$271,408

Rationale for Resources (Table 1)

Enrollment projections are based on current internal demand (the BS in Nursing at SU is one of the most popular areas of study based on unduplicated headcount, and would be a direct feeder to the program) and external demand (see Daw and Warren, 2016, for evidence of statewide demand) for nursing education; we project 4 initial full-time students with modest program growth of 3 students per year over the next 5 years. Although the program can also be completed on a part-time basis, students will be encouraged to commit to full-time study for degree completion in the most expedient manner possible.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)					
a. # FTE	0	1	1	1	1
b. Total Salary	0	\$80,000	\$80,000	\$80,000	\$80,000
c. Total Benefits	0	\$24,000	\$24,000	\$24,000	\$24,000
2. Admin. Staff (b + c below)					
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)					
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$25,000	\$27,250	\$30,000	\$33,000	\$36,300
TOTAL (Add 1 – 7)	\$25,000	\$131,250	\$134,000	\$137,000	\$140,000

Rationale for Expenditures (Table 2)

A budget for marketing and recruitment, travel for student site visits, faculty development, and national organization memberships is included. Marketing and recruitment include electronic and print advertising, attendance at statewide and national conferences for recruiting, and visits to healthcare organizations within Maryland. Periodic regional travel (Maryland, Virginia, Delaware, West Virginia, and Pennsylvania) is anticipated for site visits during student practicum experiences. Funding for faculty development activities and membership in one national organization is also included.

Table 3 Revised MS- Nurse Educator Curriculum Plan and Course Sequence

**Salisbury University/Henson School of Science & Technology
Master of Science-Nurse Educator (39 credits)**

Fall 2018 start

Fall (AY 1)	Spring (AY 1)
NURS 515 Epidemiology (3 cred) NURS 542 Qualitative Research (3 cred) NURS 552 Advanced Physiology/ Pathophysiology (3 cred)	NURS 544 Quantitative Research (3 cred) MATH 502 Applied Statistics (3 cred) NURS 570 Theory/Role Development (NEW- 3 cred)
*SUMMER	
NURS 522 Pharmacotherapeutics (3 cred)	
Fall (AY 2)	Spring (AY 2)
NURS 575 Curriculum Development/Program Evaluation (NEW – 3 cred) NURS 576 Instructional Strategies/Technology (NEW- 3 cred) NURS 577 Advanced Nursing Practicum-200 hours (NEW 3 cred)	NURS 510 Advanced Health Assessment (3 cred) NURS 578 Nurse Educator Practicum-200 hours (NEW 3 cred) NURS 592 Internship (3 cred)

Table 4. MS-Nurse Educator Program Outline and Requirements

Course Title	Credit Hours	Course Descriptions	Assessment Artifacts Deliverables
*NURS 510 Advanced Health Assessment	3	Provides the didactic content as a basis for history-taking and physical examination skills necessary for an advanced practice nurse. Critical thinking and diagnostic reasoning skills are used to analyze the history, physical examination and laboratory data in order to lay the foundation for an accurate assessment of the client and establish priorities of care. Physical, psychosocial, developmental, occupational and cultural assessment are considered as foundational to advanced practice nursing.	Shadow health software; case studies
*NURS 515 Epidemiology	3	Focuses on epidemiology as the basic science of disease prevention and the role of epidemiology in public health clinical practice and the evaluation of public policy. Provides an introduction to epidemiology and the epidemiologic approach to problems of health and disease. The basic principles and methods of epidemiology are presented together with its applications to public health and clinical medicine.	Panopto presentation of a health issue where epidemiologic investigation played a prominent role
*NURS 522 Pharmacotherapeutics	3	Provides advanced-practice nurses with knowledge of pharmacotherapeutics for acute and chronic conditions. Focuses on knowledge and skills necessary to assess, diagnose and manage common health problems. Legal, socioeconomic and client-safety considerations are discussed. Client-education factors and salient aspects of research are incorporated. Critical thinking is employed in the analysis and determination of pharmacological regimens.	Case studies
*NURS 542 Qualitative Research	3	Focuses on the importance of the theoretical foundations of research	Reflective paper

		and on qualitative methods of scientific inquiry. Emphasis is placed on the accumulation of scientific evidence in health care and on the critical analysis and communication of evidence related to a specific topic	
*NURS 552 Advanced Human Physiology/ Pathophysiology	3	Advanced study of system-focused physiology and pathophysiology. Analyzes the relationship between normal physiology and pathological phenomena produced by altered health states across the life span. Emphasis is on application in the clinical areas of practice.	Quizzes, exams, and case studies
*NURS 544 Quantitative Research	3	Focuses on quantitative research methods as a foundation for evidence-based health care. Includes problem identification, formulation of hypotheses, research design, sampling analyses and interpretation of quantitative data. Provides practice using a statistical package as a tool to analyze quantitative research data. Research findings are communicated both orally and in writing to health professionals using current technology.	CITI training certificates, IRB proposal, quantitative research article critique
*MATH 502 Applied Statistics	3	The use of linear models in the analysis of data, starting with simple models and going to more complex models. Special attention given to the use and abuse of these models by researchers.	Exams
NURS 570 Theory/Role Development (new)	3	Focuses on the teaching and learning theories and concepts relevant to the multi-dimensional nurse educator role. The various roles of the nurse educator in selected settings are examined in-depth and as they relate to evidence-based practice. Political, institutional, social, economic, legal and ethical issues impacting licensure, certification, and education are explored.	Theory/Application Paper; Evidence-Based Practice & Role Analysis Paper
NURS 575 Curriculum Development/Program Evaluation (new)	3	Focuses on curriculum planning and development, including the formulation and evaluation of learning outcomes in nursing and health education. Historical, philosophical	Syllabus design project; Evidence-Based Curriculum Issue paper

		and theoretical foundations of curriculum design and evaluation are examined. Current trends in nursing education, outcome and program evaluation, and accreditation are also explored.	
NURS 576 Instructional Strategies/Technology (new)	3	Focuses on principles of teaching and learning for diverse learners across the lifespan. Various innovative technologies and effective teaching strategies are examined for the classroom, clinical, or lab setting to facilitate the achievement of cognitive, affective, and psychomotor learning outcomes.	Teaching Project using Technology; Evaluation of Peer Project
NURS 577 Advanced Nursing Practicum (new)	3	Focuses on the integration of theoretical principles and content from advanced health assessment, physiology/pathophysiology, and pharmacology to promote health and manage disease within a specialty area of practice for individuals, groups, and populations. Professional role development, advanced nursing practice, and regulatory requirements are integrated when appropriate. One hour of theory and fourteen hours of individualized practicum per week for a total of 200 hours.	E-portfolio log of clinical hours and activities
NURS 578 Nurse Educator Practicum (new)	3	Focuses on development of competence in the nurse educator role. Practicum experiences are designed to provide opportunities to engage in curriculum development, apply effective assessment and teaching strategies, and evaluate learner and program outcomes in selected educational settings. One hour theory and fourteen hours of individualized practicum per week for a total of 200 hours.	E-portfolio log of educator hours and activities
NURS 592 Internship	3	Provides an opportunity for the graduate nursing student to synthesize knowledge and experience from graduate courses and to enhance or expand preparation for advanced nursing practice through an internship (126 precepted hours)	Committee-approved project; formal presentation

* required course for post BS to DNP as well as MS Nurse Educator

Table 5. Master of Science (Nursing) Admission Requirements

Admission to the Master's program requires acceptance to the University for graduate study, as well as acceptance into the Master of Science (Nursing) Program. Admission to the program is a competitive process, and the following required items will be considered as the final applicant selections are made.

- BS in Nursing from a nationally accredited program with a cumulative GPA of 3.0 or higher.
- Current and unencumbered United States Registered Nursing (RN) license
- Official transcripts from all colleges and universities attended
- Current resume or curriculum vitae
- 1-2 page statement describing academic and professional goals
- Two academic or professional references/letters of recommendation
- Residency/Domicile Information form (for those students applying for in-state tuition)
- Documents required of international students: Please consult the Center for International Education at <http://www.salisbury.edu/intled/ISS/admissions/>
- International Students: Proficiency in spoken and written English with the following minimum TOEFL scores: 550 for the paper-based examination, 79 on the internet-based examination

All M.S. degree applicants will be interviewed by the Graduate Program Director, Department Chair, or members of the Graduate Program Committee. Clinical experience as a registered nurse is not required but students are encouraged to work in professional nursing roles during summers and semester breaks.

Table 6. MS-Nurse Educator Program Outcomes and Selected Student Learning Outcomes by Course

Program Outcomes	Examples of Student Learning Outcomes by Course
1. Integrate expanded knowledge of arts and sciences into professional practice to improve health outcomes.	<p>NURS 510 Adv. Health Assessment: Incorporate differential diagnoses for selected and self-limiting health problems into the assessment process using a variety of scientific findings</p> <p>NURS 522: Adv. Pharmacotherapeutics: Describe the characteristics of selected pharmacologic agents which include: dosage and administration, therapeutic effects, contraindications, drug interactions, side effects, and clinically relevant pharmacokinetic considerations.</p> <p>NURS 552 Adv. Physiology/Pathophysiology: Describe the pathophysiology and clinical manifestations of selected disorders.</p>
2. Use organizational and systems leadership to establish best practices.	<p>NURS 570 Theory/Role Development: Synthesize current evidence-based research findings into practice as a nurse educator and change agent; Examine the various roles and practice settings related to the nurse educator role.</p>
3. Demonstrate competence in preparedness to assess and apply quality principles within an organization	<p>NURS 570 Theory/Role Development: Describe accountability and the role of scholarship as part of socialization as a nurse educator; analyze the political, institutional, social, economic, legal and ethical issues impacting licensure, certification and education.</p>
4. Promote quality improvement and safety at the system level.	<p>NURS 515 Epidemiology: Use epidemiology to evaluate health services; Evaluate the validity and reliability of diagnostic and screening tests.</p>
5. Foster a spirit of inquiry and initiate the use of research evidence in practice settings	<p>NURS 542 Qualitative Research: use a theoretical approach to qualitative analysis in review of literature.</p> <p>NURS 544 Quantitative Research: Analyze quantitative research data using statistical software.</p>
6. Use information technology to improve organizational workflow and health care outcomes.	<p>NURS 576 Instructional Strategies/Technology: Synthesize knowledge from education, nursing, social sciences, and the humanities into frameworks for using computer technologies in nursing and healthcare education; Examine significant factors that impact the delivery of nursing and healthcare education</p>
7. Demonstrate ability to navigate and integrate healthcare services for individuals, families, and communities to improve the health of populations.	<p>NURS 577 Adv. Nursing Practicum: Develop patient care delivery, system assessment, and interventions skills</p>

8. Collaborate inter-professionally to improve health outcomes.	<p>NURS 577 Adv. Nursing Practicum: Collaborate with diversified groups to promote advanced nursing practice and education</p> <p>NURS 578 Educator Practicum: Collaborate with other health professionals to ensure effective teaching in the classroom, laboratory, and clinical settings.</p>
9. Integrate evidence-based strategies regarding health promotion and disease prevention to improve health outcomes for identified populations.	<p>NURS 544 Quantitative Research: Communicate research findings to peers.</p> <p>NURS 576 Instructional Strategies/Technology: Design an evidenced-based teaching plan on a selected nursing content area that employs appropriate teaching strategies and measures for evaluation.</p>
10. Educate clients and peers to empower them to improve health outcomes.	<p>NURS 575 Curriculum Development/Program Evaluation: Develop a philosophy of education; Apply selected theories and concepts in education and nursing for their applicability to curriculum design.</p> <p>NURS 578 Nurse Educator Practicum: Apply theories and principles of teaching and learning to meet the needs of learners.</p>
11. Supervise/manage healthcare of individuals, families, groups, and populations in complex situations.	<p>NURS 577 Adv. Nursing Practicum: Develop patient care delivery, system assessment, and interventions skills.</p>
12. Use advanced nursing practice (ANP) skills to influence healthcare policy improvement.	<p>NURS 577 Adv. Nursing Practicum: Engage in strategies to promote nursing education in political or legislative agendas to influence healthcare outcomes.</p>

Table 7. Full-Time Nursing Faculty

FACULTY PROFILE
FULL-TIME NURSING FACULTY FALL 2018

FACULTY	DATE OF INITIAL APPT.	RANK/TENURE	DEGREES/CERTIFICATION	INST. GRANTING HIGHEST DEGREE	PRACTICE SPECIALTY	MS-Educator Teaching Assignment
Alessandrini, E	6/12	Assist. Prof TT	MSN, CRNP DNP, FNP-BC.	Wilmington University	Adult Primary Care	NURS 510
Allen, K.	9/02	Assist Prof TT	BS, MSN, DNP	Johns Hopkins University School of Nursing	Medical/Surgical	NURS 577, 578, 592
Badros, K.	8/79	Professor of Practice (T8/86)	Ed.D, CRNP	University of MD, College Park	Adult Primary Care Leadership management	None
Bracken, M.	9/99	Assoc. Prof. (T8/10)	Ph.D.(Nurs) WHNP	University of MD, Baltimore	Qualitative Research Maternal/Newborn Women's Health,	NURS 542
Brown, S.	8/16	Instructor TT	MSN	Bowie State University	Nursing Education	None
Brown, V.	8/85	Assoc. Prof. (T8/93)	BS, MS (Nursing); Ph.D. Human Development	University of MD College Park	Psychiatric/ Mental Health Community Health	NURS 577, 578, 592
Campbell, W.	8/98	Assoc. Prof. (T8/07)	MS (Nurs), Ed.D.	University of Delaware	Pediatrics	NURS 577, 578, 592
DiBartolo, M.	8/95	Professor (T8/03)	MBA (Bus. Adm); Ph.D. (Nursing) CNE	University of Maryland, Baltimore	Medical/Surgical	NURS 570, 577, 578, 592
Freda, K	8/12	Assist. Prof TT	Ed.D. (Nursing)	University of Maryland, Eastern Shore	Medical/Surgical	NURS 542, 577, 578, 592

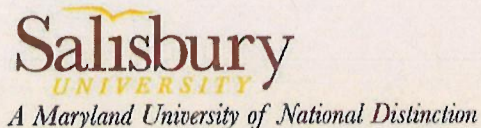
Hall, N.	1/17	Instructor TT	Ed.D. (Educational Leadership and Management)	Drexel University	Maternal/Newborn	NURS 577, 578, 592
Hart, J.	8/16	Instructor TT	MSN, BS, DNP/FNP (expected graduation Spring 2018)	Salisbury University	Acute Care	None
Hinderer, K.	8/06	Assoc. Prof. (T8/12)	Ph.D. (Nursing) CNE	University of Maryland, Baltimore	Quantitative Research Evidence Based Practice Critical Care Palliative Care	NURS 544, NURS 577, 578, 592
Jarosinski, J.	8/10	Assoc. Prof. (T8/13)	Ph.D. (Nursing) CNE	Virginia Commonwealth University, Richmond, V.A.	Genetics Psych Mental Health	NURS 577, 578, 592
Milligan, T.	8/12	Lecturer	MS (Nursing)	Wilmington University, DE	Medical/Surgical	None
Nutt, R.	8/05	Assist. Prof (T8/11)	DNP, CNS	University of Maryland, Baltimore	Evidence Based Practice Clinical Prevention Health Promotion Maternal Child Health	NURS 577, 578, 592
Reid, T	1/07	Assoc. Prof. (T8/11)	MSN, EdD (leadership)	Wilmington University	Community Health/ Leadership	NURS 577, 578, 592
Seldomridge, E.	8/88	Professor (T8/94)	MSN, Ph.D (Human Development)	University of Maryland, College Park	Medical/Surgical, Leadership/ Mgmt Quantitative Research	NURS 544, NURS 577, 578, 592
Smith, N.	8/12	Assist Prof TT	Ph.D. , CRNP	University of Maryland, Baltimore	Pediatrics Clinical Prevention/Health Promotion	NURS 577, 592
Walsh, C.	8/88	Professor of Practice (T8/97)	MS (Nursing) Ph.D. (Human Dev)	University of Maryland, College Park	Community Health	NONE

Webster, D.	10/04	Assoc Prof TT	EdD., MS (Nursing) CNE	Wilmington University	Psychiatric/Mental Health	NURS 570, 575, 576, 577, 578
Wiley, A.	8/15	Instructor TT	MS (Nursing), CCHP	Salisbury University	Psychiatric/Mental Health Community Health	None
Wiley, J.	1/10	Assist Prof TT	PhD. (Nursing), CNE, CNS, CLNC	University of Phoenix	Medical/surgical Leadership/Management Epidemiology Quality Improvement	NURS 515, 577, 578, 592
Winter, D.	8/93	Professor (T8/97)	PhD. (Nursing)	University of Maryland, Baltimore	Quality Improvement Informatics Medical Surgical Leadership Management	NURS 577, 578, 592

Table 8. Part-Time Faculty- Salisbury University Department of Nursing

FACULTY PROFILE
PART-TIME FACULTY FALL 2018

FACULTY	DATE OF INITIAL APPT.	RANK/ TENURE	DEGREES/ CERTIFICATION	INST. GRANTING HIGHEST DEGREE	PRACTICE SPECIALTY	MS-Educator TEACHING ASSIGNMENT
Couch, K.	5/15	Instructor	PharmD	University of Maryland, Baltimore	Clinical pharmacist	NURS 522
Lehmanking, C.	5/16	Instructor	MD	Pennsylvania State University	Advanced physiology/pathophysiology	NURS 552



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October 18, 2017

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

To Whom It May Concern:

I am pleased to offer my support and endorsement for the Substantial Change to the MS in Nursing – Educator Track at Salisbury University. It is my understanding that changes in the national accreditation requirements have driven the proposed curricular changes. In 2016, the Commission on Collegiate Nursing Education stipulated that programs offering an MS with an Education focus must include planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and professional competencies aligned to their educational preparation. To meet these newly required external accreditation demands, the Nursing program devised a new curriculum. The new curriculum is sufficiently different such that it triggered the necessity for a Substantial Change request to MHEC.

I am confident that our current library and institutional resources are more than adequate to accommodate these changes. We have well-developed library and institutional resources already in place to support a wide array of nursing programs, from bachelors to doctoral degrees. This curricular change will not substantially alter the overall demand for institutional or library resources.

Sincerely,

A handwritten signature in blue ink that reads "Janet Dudley-Eshbach".

Janet Dudley-Eshbach, Ph.D.
President